DOCUMENT RESUME

ED 246 451 CS 208 475

TITLE	Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	84
NOTE	28p.; Pages may be marginally legible.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Business Communication; Computer Assisted Instruction; Creative Writing; Critical Thinking; *Doctoral Dissertations; Educational Theories; Elementary Secondary Education; Higher Education; Metacognition; Rhetoric; Sentence Combining; *Technical Writing; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research
IDENTIFIERS	Invented Spelling

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) revision using electronic word processing; (2) photography as an intervention strategy in the verbal composing process; (3) the effects of planning processes and communicative effectiveness of competent writers; (4) the aims and methods of interactive response to student writing; (5) the utilization of computer technology as a means of teaching and evaluating prewriting processes; (6) teacher attitudes and practices in composition instruction; (7) the logic of business writing; (8) the effect of the small peer writing group; (9) topic, theme, and mode in unassigned writing of first grade students using invented spelling in an open classroom; (10) effects of newspaper reading, free writing, and guided writing on writing quality; (11) heuristic approaches to the teaching of creative writing at the college level; (12) critical thinking and writing; (13) F. Christensen's generative rhetoric and its influence on the syntactic maturity and writing effectiveness of selected freshman students; (14) the effects of sentence combining on writing ability; (15) students' perceptions of practices in composition instruction in grades three, four, five, and six; (16) the development of an interactive technical writing curriculum through action research. (HOD)

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ED246451

Teaching of Writing:

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Abstracts of the following dissertations are included in this collection:

Anderson, Patricia McDuffie
A STUDY OF THE TEACHING OF REVISION USING ELECTRONIC WORD PROCESSING WITH EIGHTH-GRADE STUDENTS

Angle, Kathleen Bailey
PHOTOGRAPHY AS AN INTERVENTION STRATEGY IN THE VERBAL COMPOSING PROCESS

Bohn, Susan Buhot
TEACHER PRACTICES IN COMPOSITION INSTRUCTION IN GRADES THREE TO SIX IN SELECTED SCHOOLS IN WESTERN PENNSYLVANIA

Braunger, Jane B.
TEACHER ATTITUDE TOWARD COMPOSITION INSTRUCTION AT THE POSTSECONDARY LEVEL: IDENTIFICATION AND FORMATION

Bruno, Donald David
THE WRITING PROCESS METHOD VERSUS THE TRADITIONAL TEXTBOOK-WORKSHEET METHOD IN THE TEACHING OF COMPOSITION SKILLS TO THIRD, FOURTH, AND FIFTH GRADE PUPILS

Campbell, Doris
A DEWEYAN ANALYSIS OF JOURNALS

Christie, Linda Peterson
WRITERS AND DREAMERS: AN EXPLORATORY STUDY OF NINTH-GRADE ENGLISH STUDENTS

Diamond, Marsha Alpert
A NATURALISTIC STUDY OF UPPER ELEMENTARY SCHOOL WRITERS

Draper, Virginia
THE EXPRESSION OF MEANING: A PHILOSOPHY FOR THE TEACHING OF WRITING

Fitzsimons, John Thomas
TASK AND AUDIENCE: EFFECTS OF PLANNING PROCESSES AND COMMUNICATIVE EFFECTIVENESS OF COMPETENT WRITERS

Flaherty, Stephen Matthew
DEVELOPING AN INTERACTIVE TECHNICAL WRITING CURRICULUM THROUGH ACTION RESEARCH

Fuller, Davis George
A THEORY OF TEACHER COMMENTARY: THE AIMS AND METHODS OF INTERACTIVE RESPONSE TO STUDENT WRITING

Gillis, Philip Daryl
THE UTILIZATION OF COMPUTER TECHNOLOGY AS A MEANS OF TEACHING AND EVALUATING PREWRITING PROCESSES

Goad, Richard Irvine
ELEVENTH GRADE STUDENTS' COMPOSITION PERFORMANCE IN FOUR DISCOURSE AREAS: AN ANALYTIC EXAMINATION UTILIZING PRIMARY TRAIT ANALYSIS METHODS

Gori, Katherine Hannon
STUDENTS' PERCEPTIONS OF PRACTICES IN COMPOSITION INSTRUCTION IN GRADES THREE, FOUR, FIVE, AND SIX IN SELECTED SCHOOLS IN WESTERN PENNSYLVANIA

Hagge, John Henry
THE LOGIC OF BUSINESS WRITING

Haisty, Donna Beth
THE DEVELOPMENTAL THEORIES OF JEAN PIAGET AND WILLIAM PERRY: AN APPLICATION TO THE TEACHING OF WRITING

Haynes, Wanda Lee Adams
A STUDY TO DETERMINE THE RELATIONSHIP OF TEACHING APPROACHES TO THE WRITING ACHIEVEMENT OF THIRD GRADE STUDENTS

Hoffman, Miriam R.
A WRITER'S IDENTITY: AN EFFECT OF THE SMALL PEER WRITING GROUP

Hunt, Barbara Carey
TOPIC, THEME AND MODE IN UNASSIGNED WRITING OF FIRST GRADERS USING INVENTED SPELLING IN AN OPEN CLASSROOM

Hyslop, Nancy Bruce
A STUDY TO TEST THE EFFECTS OF DAILY WRITING UPON STUDENTS' SKILLS IN EXPLANATORY DISCOURSE AT THE ELEVENTH GRADE LEVEL

Kane, Patricia Mary
WAYS THAT INSTRUCTORS EDUCATED IN LITERARY METHODS TEACH WRITTEN COMPOSITION

Louque, Mary Patricia
EFFECTS OF NEWSPAPER READING, FREE WRITING, AND GUIDED WRITING ON OVERALL WRITING QUALITY OF SEVENTH GRADE STUDENTS

Luckinich, Patricia Ann
AN INVESTIGATION OF THE EFFECTS OF INSTRUCTION IN DIAGRAMATIC MODELING AND SENTENCE WRITING ON CHILDREN'S ABILITY TO SOLVE VERBAL PROBLEMS AND NUMBER SENTENCES

Moore, Marcy Murdock
THE EFFECTS OF SUPPLEMENTARY SENTENCE COMBINING ON WRITING EFFECTIVENESS

Morgan, David Bell, III
ACTIVITY CENTERED WRITING APPROACHES--A STUDY OF DEVELOPMENTAL RELATIONSHIPS

Parris, Peggy Baldwin
SETTING FREE THE BIRDS: HEURISTIC APPROACHES TO THE TEACHING OF CREATIVE WRITING AT THE COLLEGE LEVEL

Patrick, Jean Wojciechowski
AN ANALYSIS OF FOURTH GRADERS' ATTITUDES TOWARD WRITING: IMPLICATIONS FOR PEER TUTORING

Pomper, Marlene Michels
TO WHOM IT MAY CONCERN: THE ROLE OF LETTER WRITING IN ENGLISH LANGUAGE EDUCATION

Quinn, Mary Pierce
CRITICAL THINKING AND WRITING: AN APPROACH TO THE TEACHING OF COMPOSITION

Reinhardt, Alan Jeffrey
BREAKING GROUND: A STUDY IN INTERDISCIPLINARY WRITING AT A RURAL COMMUNITY COLLEGE

Rice, Patricia Hopkins
A STUDY OF THE EFFECTIVENESS OF SENTENCE COMBINING IN INCREASING THE SYNTACTIC MATURITY OF STUDENT WRITING AT GRADES 7 THROUGH 11

Richardson, Leonard Edward
DOES THE NEW RHETORIC WORK? A COMPARISON OF FRESHMAN WRITING PERFORMANCE UNDER INSTRUCTORS TRAINED IN THE NEW RHETORIC WITH INSTRUCTORS NOT TRAINED IN THE NEW RHETORIC

Rosen, Lois Matz
RESPONDING TO STUDENT WRITING: CASE STUDIES OF SIX HIGH SCHOOL ENGLISH TEACHERS

Swope, John Wilson
THE EFFECT OF A SECOND INVENTION STRATEGY UPON THE FREQUENCIES OF SURFACE AND TEXT-BASED CHANGES IN THE WRITING OF COLLEGE FRESHMEN

Vaughan, Sherry Curtis
THE EFFECT OF METACOGNITIVE STRATEGIES ON CHILDREN'S WRITING

White, Lana Joyce Henry
A CONCEPT TO INFORM THE TEACHING OF WRITING

Witcher, Johnnye Mae Murray
CHRISTENSEN'S GENERATIVE RHETORIC: ITS INFLUENCE ON THE SYNTACTIC MATURITY AND WRITING EFFECTIVENESS OF SELECTED FRESHMAN STUDENTS ENROLLED IN BASIC WRITING AT ALABAMA STATE UNIVERSITY

A STUDY OF THE TEACHING OF REVISION USING ELECTRONIC WORD PROCESSING WITH EIGHTH-GRADE STUDENTS

Order No. DA8403591

ANDERSON, PATRICIA McDUFFIE, ED.D. *University of Kansas*, 1983. 88pp.

Computer technology is indeed entering today's classroom. The question of how and why these machines are to be used must be answered by each school district initiating their use. The language arts teacher cannot believe that the computer is a machine only for the mathematics department and must acknowledge its presence as a useful tool.

In this study the researcher examined the use of electronic word processing in teaching eighth-grade students to revise. An experimental design was established by using a control group and an experimental group in a pretest, treatment, posttest setting. A one-semester time limit was established. The experimental group was taught to use the Apple Writer 1.1 on Apple II Plus computers. The control group was given the same verbal instruction about revision but did not use the computer.

Students who used the computer demonstrated a significantly greater number of changes in their posttest essay over their pretest essay. The pretest and posttest essays were holistically scored for quality. These scores did not show a significant difference. The conclusion was then made that using the computer did help these eighth-grade students learn to make changes in their writing and perhaps with further training and/or a longer period of experimentation the quality scores would also rise.

PHOTOGRAPHY AS AN INTERVENTION STRATEGY IN THE VERBAL COMPOSING PROCESS

Order No. DA8401349

ANGLE, KATHLEEN BAILEY, PH.D. *Indiana University of Pennsylvania*, 1983. 370pp. Chairman: Dr. Joan R. Yanuzzi

The present investigation examined the verbal and photographic composing processes of four college freshmen using the tools of instant photography and writing. Assuming that there was an underlying relationship between the verbal and photographic composing processes, a perceptual identification model was designed to: (1) identify the similarities and differences between the two processes, (2) examine the effect of photographic intervention on the verbal composing processes, and (3) ascertain the role of perception in the processes. Thus, the objective was to describe shared patterns that marked the verbal and photographic processes and to assess the role of perception therein.

The population studied included students who were in their second semester of freshman English. Five protocols were collected from each of the four randomly selected students. Data consisted of transcriptions of tape recordings of the subjects' oral verbalization of inner speech as they composed written and photographic products. The subjects participated in three writing sessions and two photographic sessions over a five-day period.

The research design utilized protocol analysis and the case-study method. The descriptive procedure was on the order of a frame within a frame, a device used in literature. There were three frames encompassing the protocols. Frame A was based on Bruner's (1973) formulations on perception, Frame B was based on Bloom and Broder's (1950) observations on foreground-background, and Frame C was the case-study frame.

A descriptive analysis of the protocol data yielded the following findings: (1) the non-discriminatory instant photograph generated visual awareness of formerly gated (blocked) material, (2) there was evidence of non-specific transfer from the photographic intervention to the verbal composing processes, (3) specific perceptual elements appeared to arise in recognizable and consistent patterns in both composing processes, (4) the photographic process was characterized as silent, rapid, and holistic, and (5) the protocol method of data collection apparently facilitated the subjects' self-discovery of composing strategies.

The results of this inquiry suggest that (1) instant photography may be a valuable tool in the facilitation of a student's verbal composing process, and (2) the process of perception is more central to the verbal composing process than has been recognized in previous composing research.

TEACHER PRACTICES IN COMPOSITION INSTRUCTION IN GRADES THREE TO SIX IN SELECTED SCHOOLS IN WESTERN PENNSYLVANIA

Order No. DA8327737

BOHN, SUSAN BUHOT, PH.D. *University of Pittsburgh*, 1983. 182pp.

Within the last decade, the general public and professional educators have expressed concerns about students' inabilities to communicate effectively through written composing. English educators have responded to these concerns in various ways, one being an increase in research studies both of the composing process and composition instruction. Specifically, studies to determine teachers' instructional practices have been conducted at the secondary level, yet few researchers have attemped to ascertain teachers' behaviors in elementary level composition instruction.

Using the instruments in the PCRP II: Written Composing (Koziol, 1982), I surveyed 202 teachers in grades three through six in four school districts in Western Pennsylvania. The PCRP II Survey elicits information about teacher background, amount and frequency of writing, goals for composing instruction, and specific instructional practices as to pre-writing, writing tasks, audience identification, context for writing, evaluation, display and publication, and support activities.

Results analyzed across grade levels and districts indicated that the teachers are not adequately prepared to teach written composing, that students write approximately twenty minutes a day, and that the frequency of assignment declines with assignment length. Teachers' responses also indicated that writing instruction is primarily a teacher-dominated rather than a student-centered activity. Teachers give students few opportunities to work independently or in peer groups at any stage of the writing process from pre-writing through publication. It would appear, as well, that teachers do not use those practices and strategies that could assist in meeting their stated goals of developing students' understanding of their own or others' feelings, ideas, and attitudes, students' confidence in their writing abilities, and students' problem solving and organizational skills. Most evident is the teachers' indication that writing occurs in order for students to practice using usage and grammar and to learn to pass tests, that writing occurs in class on teacher-selected topics, and that student writing is graded, particularly with respect to surface language correctness.

TEACHER ATTITUDE TOWARD COMPOSITION INSTRUCTION AT THE POSTSECONDARY LEVEL: IDENTIFICATION AND FORMATION

Order No. DA8407806

BRAUNGER, JANE B., ED.D. *Portland State University*, 1983. 217pp.

This study had two objectives: (1) to test the appropriateness of an existing instrument for attitude measurement with Oregon postsecondary writing teachers, and (2) to discover formative influences thus identified. Data were obtained by a questionnaire composed of the *Scales for Measuring Teacher Attitudes toward Instruction in Written Composition* (Schuessler et al., 1981), and additional original questions on training, demographics, and experience. The questionnaire was mailed to 122 composition teachers at 3 Oregon universities and 2 Oregon community colleges. Response rate was 80%. Additional information was provided by 6 respondents who participated in follow-up interviews.

Factor analysis of scale item results neither replicated the attitude scales of previous research with this instrument nor produced

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meaningful new scales. The scales were thus judged inappropriate for attitude measurement with this sample. ANOVA did show associations between combined categories of independent variables (training, experience, and demographic traits) and attitude statements as dependent variables. Specifically, teacher characteristics of part-time employment, under 7 years experience, non Ph.D., and strong influence of a teaching assistantship were associated with prescriptive, content-centered attitude statement responses.

The interviews suggested a need for refinement in attitude measurement devices to include items on teachers as writers, current teaching methodologies, and blending student- and content-centered instruction. In addition, the interview findings suggested patterns of influence on attitude for further study. Among these are institution of employment, status of employment, training, and teachers' own uses of writing.

THE WRITING PROCESS METHOD VERSUS THE TRADITIONAL TEXTBOOK-WORKSHEET METHOD IN THE TEACHING OF COMPOSITION SKILLS TO THIRD, FOURTH, AND FIFTH GRADE PUPILS Order No. DA8400878

BRUNO, DONALD DAVID, PH.D. *University of Colorado at Boulder*, 1983. 112pp. Director: Associate Professor Robert C. McKean

The major purpose of this study was to determine differences in achievement between third, fourth, and fifth grade students who were taught composition skills using the writing process method and those third, fourth, and fifth grade students who were taught composition skills using the traditional textbook-worksheet method. The study also attempted to determine which variables contributed the most to producing the differences.

The subjects in this study were third, fourth, and fifth graders who attended three elementary schools in Adams County School District Twelve, Colorado. A total of 654 pupils were included in the study--222 third graders, 196 fourth graders, and 236 fifth graders.

The same basic writing sample was administered to all subjects in the control and experimental groups. Test instructions were read from a prepared format. The writing sample test was administered over two forty-five minute sessions.

The students' papers were evaluated by a holistic procedure giving scores for organization, format, spelling, sentence structure, usage, capitalization, punctuation, and a grand total.

A three factor analysis of variance was used to test differences between means. A discriminant factor analysis was employed to evaluate the relative importance of each subtest in discriminating writing method group membership.

Analysis of data showed that there was a significant difference between the experimental and control method group means at all three grade levels. Results of the discriminant analysis revealed two variables to be the best discriminators at all three grade levels; namely, they were organization and format.

The findings support the feasibility of using the writing process method of teaching composition skills to pupils. The writing process method was significantly superior to the traditional textbook-worksheet method of teaching composition skills to third, fourth and fifth graders at the .05 confidence level.

A DEWEYAN ANALYSIS OF JOURNALS Order No. DA8325864

CAMPBELL, DORIS, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 147pp. Chairperson: Robert Parker

An analysis of student journals, in light of the four Deweyan principles of freedom, experience, continuity, and interaction, shows journals to be a form of writing that is consistent. Because Dewey had established these four principles for interpreting an experience in its educational function, it was probable that such a study would prove fruitful. The study has fulfilled its purpose in doing just that.

The methods used in analyzing the journals were, at every five experiences, to count the number of T-Units (independent clauses in complex sentences) that the student used; to examine various aspects of his spelling; to measure the length of his sentences; to determine the level of his vocabulary; to look for variety in his topics; and to discuss elements of his writing style. Evidence of Dewey's principles emerges from these methods of analyzing the journals.

The outcomes for the student journal writer, in light of Dewey's four principles, are significant. Given the Deweyan principle of freedom, the student can be busily engaged in writing instead of being busily engaged in noting down rules about how to write. Given the Deweyan principle of experience, the student can achieve a fulfilled experience; in Deweyan terms: *an* experience. Given the Deweyan principle of continuity, the student unifies his topics and themes, and his paragraphs as well. And given the Deweyan principle of interaction, the student can take objective conditions and internalize them, thereby making them significant.

Given the fruitfulness of this Deweyan analysis of student journals, it seems likely that such an analysis of other sorts of language activities, such as talking and reading, might also prove fruitful.

WRITERS AND DREAMERS: AN EXPLORATORY STUDY OF NINTH-GRADE ENGLISH STUDENTS Order No. DA8404854

CHRISTIE, LINDA PETERSON, PH.D. *The University of North Dakota*, 1983. 153pp. Adviser: Professor Steven Harlow

The purpose of this study was, first, to compare the quality of writing that was generated from remembered dreams with other story writing that was created from beginning sentences, second, was to explore the remembered dream world of ninth graders as to the importance, place, and creative use of dreams in waking life.

Twenty students, 10 from each of two ninth-grade English classes in a west-central Minnesota junior high school, composed the research population.

The two groups of 10 created three pieces of writing, Group A from dreams and Group B from beginning sentences. Differences in quality of writing were measured by the *Literary Rating Scale* (Tway 1971) as adapted by the investigator to the Qualities of Fictional Writing.

Individual dream-life interviews of the participants followed the writing assignments. An interview questionnaire, developed by the investigator, elicited wide-ranging responses. Interview data were analyzed in four categories: *patterns*, *relationship to waking life*, *dimensions*, and *creative use*.

Results of the study were: (1) No meaningful difference in writing quality of the two groups was revealed with one exception. Scale element Self-Revelation was rated 1.78 for Group A as compared with .71 for Group B. Despite this difference, the composite mean rating score for Group A was 8.84 and 8.61 for Group B (out of a possible 20). (2) Commonalities, however, did emerge: organization, structure, and level of reader interest of the writing were considered good. Whereas, character development and elaboration were especially problematic. (3) Consensus was that dreams were potential resource material for creative writing. (4) The majority interviewed thought dreams to be important and valued, thus providing insight into one's self. (5) Some evidence from this study seems supportive of Foulkes' work (1982) that dream development parallels Piaget's stages of waking cognition. (6) A most interesting and unexpected finding was that of sex difference in dream self-behavior (e.g., passivity of girls/activity of boys). (7) Chapter V of this study includes the investigator's response to the educational implications of dreams. The assumptions are that dreams are one way to encourage writing and one way to develop reflective thinking of one's inner self.

A NATURALISTIC STUDY OF UPPER ELEMENTARY SCHOOL WRITERS Order No. DA8325207

DIAMOND, MARSHA ALPERT, PH.D. *New York University*, 1983. 345pp. Chairperson: Professor Margot Ely

This research was a naturalistic study of children's writing experiences in one classroom, selected for its potential to involve children. The research was guided by questions proposed prior to the study and those generated during one month of general observations. These were followed by three months of focused observations. Videotapes of three writing lessons were analyzed. Interviews with the teacher and students and the analysis of writing added other

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perspectives to observational data.

The school's educational policy and the teacher's stated objectives for the writing program were examined. The investigator focused on six students in the middle developmental stage. Three students were considered more proficient writers and three students considered less proficient were observed as they interacted with their teacher, peers, and as they worked alone. Behaviors of the students and their teacher during three phases of the writing process and in other school and classroom contexts were analyzed and described. The Clifton (1944) Form of the Anderson Observation System was used to measure dominative and integrative teacher contacts with children.

The findings indicate that the students had few writing opportunities. Writing was not integrated into the curriculum. Writing was taught in whole-class lessons. Self-initiated writing was not fostered and was not observed. There was little classroom discussion prior to or during writing and scant evidence of editing, revising, or sharing. All topics were assigned and the teacher was the sole evaluator of writing. Criteria for evaluation were not shared with students. Writing did not improve markedly over time.

These findings point out a striking discrepancy between the stated goals for writing and their implementation. The actual program served to restrict students' involvement in writing. There was a negative impact on all students. Neither the more proficient nor the less proficient students received individualized direction or support from their teacher. The students were given few opportunities to grow as writers.

The findings of this research confirm the importance of examining children's writing experiences in the context of their classroom.

THE EXPRESSION OF MEANING: A PHILOSOPHY FOR THE TEACHING OF WRITING Order No. DA8328856

DRAPER, VIRGINIA, PH.D. *University of California, Berkeley*, 1983. 434pp.

Proposing that the writing to be taught in schools be conceived of as a symbolic expression creative of a wide range of humanistic values, this study reveals the limitations of various theories of language, meaning, and learning which inform present practice. Written composition, it is suggested, to be a fully meaningful activity must go beyond current emphases upon discursive logic, scientific definitions of truth, objectivity, clarity, and fact, monosemy, univocity, rhetoric, and communication. The study develops a philosophy for the teaching of composition based upon the dialectical activity of the imagination, symbolic language, and a multi-faceted personality responsive both to one's inner self and others. Such a philosophy finds its support in the theories of symbolic expression of Susanne Langer, Ernst Cassirer, and Philip Wheelwright, the *Phaedrus* of Plato, the theory of self-development of C. G. Jung, and the theories of language and hermeneutical interpretation of Paul Ricoeur. These theoretical grounds indicate that the writer as a maker of meaningful texts and of himself through language proceeds dialectically. This study explains the epistemic values and describes the possibilities of designing writing curricula (at all levels and in all courses) using dialectical processes such as: reflection and action, thinking and feeling, sensing and intuiting, chaos and technique, thought and language, myth/reflection/speculation, words and sentences, words and their histories, distanciation and appropriation, and the understanding and recreation of metaphor.

TASK AND AUDIENCE: EFFECTS OF PLANNING PROCESSES AND COMMUNICATIVE EFFECTIVENESS OF COMPETENT WRITERS Order No. DA8326170

FITZSIMONS, JOHN THOMAS, PH.D. *Fordham University*, 1983. 309pp. Mentor: Carolyn N. Hedley

The study investigated the effects of two writing tasks (reporting and generalizing) on the planning processes and the communicative effectiveness of competent eighth grade writers when they wrote for two different audiences (peers in their classes, the known audience, and peers at another school, the unknown audience).

The planning processes were described through an analysis of composing aloud protocols produced by the subjects. The communicative effectiveness of the subjects' writing was measured by readers who used holistic scoring procedures and who represented the readership of the known and unknown audience.

The following questions were addressed: (1) How does the writing task affect the planning process of competent writers? (2) How does the writing task affect the communicative effectiveness of competent writers? (3) How does the audience affect the planning process of competent writers? (4) How does the audience affect the communicative effectiveness of competent writers?

Four eighth grade subjects were selected from a pool of volunteers. The subjects were selected based upon teacher recommendation, grade point average, and ability to compose aloud.

The study included eight writing assignments, four of which required the subjects to compose aloud. The composing aloud protocols were analyzed and the compositions were scored holistically.

All the subjects incorporated planning in their composing processes for all tasks. The two reporting tasks elicited high frequencies of sentence level planning, planning characterized as localized, with the writer concerned with the flow of words rather than the development of a network of ideas. Global level planning, planning characterized by the writer's concern with the flow of ideas, was evident in all protocols but was especially evident in the first generalizing task. When global plans were well established writing was fluid, and characterized by bursts of writing with little or no sentence level planning.

The protocols did not reveal the students' attention to their audience, nor did the task have any discernible effect on the subjects' ability to communicate effectively.

The study supports the view of other researchers that teachers can now intrude to capture the aspects of the writing process that were usually well hidden in the drafts of their students' papers.

DEVELOPING AN INTERACTIVE TECHNICAL WRITING CURRICULUM THROUGH ACTION RESEARCH

Order No. DA8403516

FLAHERTY, STEPHEN MATTHEW, PH.D. *The Ohio State University*, 1983. 179pp. Adviser: Professor Donald R. Bateman

This dissertation is a dramatic and self-evaluative narrative of my first year of teaching technical writing at a privately owned institute of technology. My purpose in undertaking this study was to apply L. S. Vygotsky's theory of language to the teaching of writing. This study was focused specifically on technical writing because this is the type of writing that I was assigned to teach. Throughout my self-evaluations, I discovered contradictions between theory and practice. I learned that the structured system of the institution in which I worked and my own predispositions about the role of the teacher in the classroom contradicted the theory that I hoped would guide my teaching. I was able to transcend the limitations of the contradictions by examining and re-evaluating my teaching methods over three terms and attempting to change my methods to be more consistent with Vygotsky's theory.

Doing this study and writing this dissertation has benefitted my teaching by pointing out to me some central weakness in my practice. But my experiences have taught me lessons of a more general nature that are perhaps widely applicable to the teaching profession. Some basic contradictions between theory and practice have been illustrated, along with the fact that these contradictions must be overcome if one is to improve practice. The importance of theory as a guide to evaluating practice and improving it has also been illustrated. The usefulness of a self-evaluative action research project in identifying weaknesses in teaching has been shown. And the importance of writing a narrative of one's experience to gain a comprehensive view of one's own practice has been indicated. Using the information from this study, I have been able to continue to improve my teaching practice and to develop plans for future improvement. I have also been able to develop suggestions for teachers who wish to perform a self-evaluative study such as this one.

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A THEORY OF TEACHER COMMENTARY: THE AIMS AND METHODS OF INTERACTIVE RESPONSE TO STUDENT WRITING

Order No. DA8327380

FULLER, DAVIS GEORGE, PH.D. *The University of Iowa*, 1983. 171pp.
Supervisors: Professor Richard Lloyd-Jones, Professor Cleo Martin

This dissertation proposes a theory of teacher commentary called interactive response. As an alternative to the all-inclusive, traditional, critical commentary that often discourages and confuses the student, as well as exhausts the teacher, interactive response emphasizes "reader" commentary rather than a teacher's evaluative and critical commentary.

Three aims for interactive response are suggested. First, to encourage the confidence to participate in the processes of writing, interactive response reveals an interested reader's supportive reactions to the writer's ideas, not negative and judgmental criticisms of the writing "performance." Second, stimulating an active and sustained involvement is achieved with pertinent interactive questions and reactions from an involved participant in the extended writer-reader dialogue, thereby engaging the student directly in the essential communicative and epistemic activities. And third, interactive response directs the development of the student's ability to abstract and elaborate in writing, and to understand and apply the various writing functions. James Moffett's discourse theory and Carl Bereiter's theoretical model of the development of writing competence provide specific response aims and foci for direction. The kind of direction and response is determined by the student's particular "writing awareness" and ability to abstract and elaborate.

A rhetorical method is proposed to accomplish the response aims. This method, drawn from rhetorical and educational theory, suggests that responders are essentially communicators who must understand the subject of the discourse (student writing), the audience (student), and writing context to communicate effectively. In addition, the method recommends that the responder provide detailed, full-statement responses, rather than abbreviated, symbolic, or standard ones, and that the response "text" must be focused, relatively economical, and effectively presented to ensure comprehension and the "use" of the responses.

By receiving interactive responses, the student recognizes his/her essential role in the writer-reader dialogue, the importance of his/her written ideas, and the significant influence of the reader, the subject, and the text on the interaction. As a result, the student learns to assume eventually the role of the reader-responder.

THE UTILIZATION OF COMPUTER TECHNOLOGY AS A MEANS OF TEACHING AND EVALUATING PREWRITING PROCESSES

Order No. DA8328366

GILLIS, PHILIP DARYL, PH.D. *Georgia State University - College of Education*, 1983. 214pp.

Purpose. The purpose of this research was to determine if "conceptually guided" and "data base driven" Computer-Aided Instruction in the prewriting stage of the composing process was as good a means of prewriting instruction as personal tutoring and better than classroom instruction. A secondary purpose of this investigation was to determine the reliability of computer technology for the machine aided evaluation of prewriting composition.

Methods and Procedures. The participants in the study were college freshmen enrolled in three composition courses during 1983. One-third of these participants were exposed to a CAI medium, the other two-thirds either to a human tutor or to classroom instruction.

A Computer-Aided Evaluation provided *focus* and other intellectual processing cues information on an expository topic; this information was then used to construct a CAI program which would encourage "specificity" and "depth of intellectual processing" in students' composition. The program also possessed and was designed to provide conceptual guidance through the use of five heuristic procedures; thus it contained two key elements that a human tutor would possess in working with a topic-knowledge of the topic, and a means for eliciting that knowledge from the tutee. The second treatment method used in the study consisted of instruction by human tutors, utilizing a "web-teaching" methodology. The control for the study consisted of a classroom instruction group.

Results. The CAI group showed gains in very category of measurement utilized in this study, and its performance was *significantly better* than both the tutorial group and the classroom instruction group on two of the posttest measures. The CAI group was superior, though not significantly, on posttest performances in every category used in the study except fluency. A correlation coefficient of .9 indicated a high, positive correlation between human and machine ratings concerning the *focus* measure. These findings leave the present researcher to conclude that CAI is as good a means of prewriting instruction as a human tutorial method and is better than classroom instruction.

ELEVENTH GRADE STUDENTS' COMPOSITION PERFORMANCE IN FOUR DISCOURSE AREAS: AN ANALYTIC EXAMINATION UTILIZING PRIMARY TRAIT ANALYSIS METHODS

Order No. DA8403729

GOAD, RICHARD IRVING, PH.D. *University of Oregon*, 1983. 151pp.
Adviser: Dr. Karl D. Hesse

The purpose of this study was to analyze eleventh grade composition performance in four discourse areas. The findings of this examination were to provide curricular and program direction to district level curriculum coordinators and pre-service teacher preparation institutions.

The objectives of this study were: (1) to analyze composition performance that would highlight the differences in composition skills between discourse areas, (2) to examine selected academic and non-academic variables thought to influence composition performance and (3) to examine the efficacy of multiple assessment techniques in obtaining student composition performance profiles.

An available sample of 102 students in a western Oregon district was prompted to write compositions in discourse areas of Narration, Description, Persuasion and Exposition. Their performance was scored for Primary Trait skill level in each discourse area plus the subskills of: Organization, Word Usage, Sentence Structure, Punctuation, Capitalization and Abbreviation, Spelling and Handwriting.

Using an applied criteria to identify superior writers, a subgroup of 36 students was analyzed separately.

Both total group and subgroup performance was correlated with the selected variables of: the number of speech, writing and English courses taken since seventh grade; grade point average; sex; the number of hours of outside-of-school reading per week; and the amount of parental encouragement to read.

The findings of this study are indicative of both total and subgroup performance and are as follows: (1) As a total group, the students seemed able to write well to any of the four discourse prompts. (2) The total group demonstrated significant variance in the subskills of Organization, Word Usage, Sentence Structure, and Handwriting when analyzed across the four discourse areas. Conversely, the subgroup demonstrated variance only in the subskill of Organization. (3) The total group's performance was significantly correlated to their grade point averages and reading habits. (4) Females were significantly superior to males in handwriting skills, but no other significant subskill differences were noted. (5) The use of more than one discourse area to examine student writing is a viable means of detecting individual and curricular strengths and weaknesses. (6) Primary Trait Analysis, as adapted by this study, is a suitable means for district curriculum coordinators to examine student composition in Primary Trait and subskill performance.

STUDENTS' PERCEPTIONS OF PRACTICES IN COMPOSITION INSTRUCTION IN GRADES THREE, FOUR, FIVE, AND SIX IN SELECTED SCHOOLS IN WESTERN PENNSYLVANIA

Order No. DA8327711

GORI, KATHERINE HANNON, PH.D. *University of Pittsburgh*, 1983. 266pp.

Despite considerable expressions of concern by the public over the general decline in student writing competence over the past decade, little research is available which describes the composing

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practices occurring in elementary schools. Through the use of Koziol's (1980) PCRP Assessment Surveys, I identified the practices in composition instruction in grades three through six as perceived by 4,317 students in these grades from four school districts in Western Pennsylvania and described the relationship between students' perceptions of practices in composition instruction and their teachers' responses in eight randomly selected cases.

The findings were similar across schools, grades, and districts. Students perceived that they engaged in writing related activities less than two hours per week. Students' perceptions also indicated that a negative correlation existed between the length of assignment and the frequency with which it was assigned. Students perceived that their teachers emphasized cognitive/practical goals in composition instruction. Moreover, students indicated that they had limited opportunities to engage in composing specific practices related to prewriting, writing tasks, audience strategies, context for writing, evaluation, and display/publication strategies.

In the second section of the findings, there was preliminary evidence of agreement between students' perceptions and their teachers' responses indicating that elementary students in grades three through six in the sample were able to describe specific practices which their teachers used in composing instruction.

THE LOGIC OF BUSINESS WRITING Order No. DA8329527

HAGGE, JOHN HENRY, PH.D. *University of Minnesota*, 1983. 172pp.

The thesis differentiates two classes of prose composition. Written primarily to change readers' beliefs, expository writing (EW) entails publication to a necessarily broad, vague, nondenumerable, heterogeneous audience, about which an author can make few determinate judgments to guide the composing process. Practical writing (PW), conversely, develops from a pre-existing situational context and is *directed* to a restricted, definite, countable, homogeneous group of readers to help them do or make something. Business writing constitutes a subset of PW. The thesis explores how the procedures business writers (BWs) use to compose differ from those EW authors employ. According to a model prevalent among contemporary theorists (e.g., Hirsch, Dillon, Nystrand, Ong, and Flower and Hayes), all writers must produce self-contextualized compositions, since writing, unlike speech, lacks a situational context. Roles for EW authors are implied by the text; audiences are either imaginary or imagined, not real-again, artifacts of the text itself; and EW writers compose in isolation, relying little on feedback from readers. A philosophical analysis of business writing calls this model into question. Business writing takes place in a definite situational context resembling that of speech; thus, speech-act theory may be applied to business writing. BWs and their readers share several sets of mutual contextual beliefs about this situational context that enable them to communicate. These beliefs are discussed at length. Roles for writers and readers are predetermined by the context of the writing, and because of the way in which business problems are solved, collaboration among many BWs is a logical possibility. Therefore, BWs compose not by creating mental representations of their rhetorical problems, as in the EW model, but by using real-world knowledge to make decisions about the deployment of verbal devices in their texts testable against reality. This philosophical account of what BWs know about their readers and how they know what they know provides a principled basis for empirical research on business writing and for a business writing pedagogy.

THE DEVELOPMENTAL THEORIES OF JEAN PIAGET AND WILLIAM PERRY: AN APPLICATION TO THE TEACHING OF WRITING Order No. DA8327851

HAISTY, DONNA BETH, PH.D. *Texas Christian University*, 1983. 198pp. Adviser: Jim W. Corder

Jean Piaget's interactionist theory of the cognitive development of children and adolescents has provided background for classroom practices through the elementary grades. Seldom has it been applied to postsecondary education. When Piaget revised his theory late in his life, however, to include the possibility that some individuals may not reach the level of formal thought until the age of twenty or later, if at all, the theory took on new relevance for those who teach college students. In the 1950's and 1960's William Perry further extended research into the cognitive development of college students when he studied the evolving world view of a sample of Harvard students. Both Piaget and Perry present the adolescent and young adult as a seeker after balance whose ability to communicate with those around him depends on his growing ability to perceive multiple points of view.

According to Piaget, when the individual attains the stage of formal operational thought, as at each preceding developmental stage, he must decenter out of an egocentrism that prevents his considering his own and his audience's points of view simultaneously. Growth is a process of distancing between self and others. James Moffett has based a curriculum for grades K-13 on the increasing distance between a speaker or writer and his audience and between a speaker or writer and his subject. Educators of classical Greece and Rome as well based their beginning composition exercises on the child's natural movement toward more advanced levels of abstraction. Perry's research indicates a need to train not just children, but even college students, to abstract from a variety of subject matters and for increasingly distant audiences. Some students arrive at college not yet able to place their own point of view in the context of other possible points of view. Others respond to the pluralism of the modern university by reverting to more basic levels of thought that deny relativism. In writing, however, the need for a relativistic outlook cannot long be denied. Exercises that let the student recapitulate in writing the early developmental stages may foster growth into more advanced ones.

A STUDY TO DETERMINE THE RELATIONSHIP OF TEACHING APPROACHES TO THE WRITING ACHIEVEMENT OF THIRD GRADE STUDENTS Order No. DA8404916

HAYNES, WANDA LEE ADAMS, ED.D. *University of Washington*, 1984. 114pp. Chairperson: Professor Phillip C. Gonzales

This study attempted to determine the relationship of teaching approaches to the writing achievement of third grade students.

The decline of writing achievement has been an area of concern for teachers and researchers. Although a majority of research in writing has been conducted primarily in secondary schools and universities, a number of those studies served as a basis for this investigation.

This study proposed to: (1) examine the relationship of teaching approaches to the writing achievement of third grade students; (2) explore the effect of frequency of instruction in written composition on student achievement; and (3) explore the effect of frequency of student practice in writing (composing) on writing achievement.

Two compositions were assigned and collected from each of the 200 third graders involved in the study. Questionnaires were devised and given to the 17 teachers in order to determine which approach

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they used in teaching written composition, how often they taught written composition, and how often their students practiced writing (composing). Compositions and questionnaires were collected, evaluated, and tabulated at the end of each sumester. The investigator and two raters used a rubric to evaluate each composition. Then they were separated into two groups--Group 1, teachers used the Models Approach and Group 2, teachers used the Steps Approach. Both the t-test and a 3-way ANOVA were used to analyze the data.

The findings indicate that there is a significant difference between the two approaches teachers used to teach written composition. Students in Group 2 scored significantly higher in writing achievement when compared to those in Group 1.

The results further indicate that frequency of instruction and frequency of practice appear to have an effect on writing achievement.

Conclusions of this study support the implementation of the Steps Approach as a method of instruction to improve writing achievement at the elementary grade level.

A WRITER'S IDENTITY: AN EFFECT OF THE SMALL PEER WRITING GROUP

Order No. DA8325884

HOFFMAN, MIRIAM R., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 246pp. Chairperson: Janet Emig

The study's purpose was to determine if, within the context of a small peer writing group, an individual's views of himself as a writer develop or change over time and which of the group's interactions directly relate to that change.

The investigator hypothesized "a writer's identity" and related its development to the effects of a small peer writing group. A "writer's identity" is defined as the conscious, critical set of behaviors which the writer applies to creating and evaluating writing. The small peer writing group is defined as an informal association of individuals concerned with developing writing competence through writing tasks.

The investigator studied four college freshmen in a fixed writing group during a semester-long Composition 101 class.

In order to analyze transcripts of group talk, the investigator devised a Group Analysis Scheme, divided into a Group Strand and an Individual Strand. To measure the development of writing abilities in group members, the investigator analyzed subjects' responses to writing through attitude scales, interviews, and writings.

Group Strand data analysis indicated: the success of a small peer writing group was a direct correlate of unambiguous writing tasks; the group developed an interim, normative language which facilitated its movement into a "community" of writers and writing specialists; group members offered response to each other via increasingly sophisticated patterns. Furthermore, before proceeding with the task, the small peer writing group dealt with anxiety, established a place and function for each member within the group, and established the authority of the group.

Individual Strand data analysis indicated that each group member affected a writer's identity through his own efforts, teacher modeling, and the small peer writing group.

A major implication of this study was that there is a connection between the development of writing abilities, the acquisition of a "writer's identity," and participation in a small peer writing group.

The study concluded by suggesting that researchers need to determine the constituents of writing growth in inexperienced writers *before* devising measurements of growth.

TOPIC, THEME AND MODE IN UNASSIGNED WRITING OF FIRST GRADERS USING INVENTED SPELLING IN AN OPEN CLASSROOM

Order No. DA8401819

HUNT, BARBARA CAREY, ED.D. *Boston University*, 1983. 368pp. Major Professor: J. Richard Chambers

The Problem. The purpose of the study was to investigate selection of topic, theme and mode in the writing of first graders in an open classroom using Invented Spelling as an approach to both reading and writing. All writing of five consecutive groups of first graders was available for the study.

Procedures. (1) Identification of topic, theme, territory and mode in 993 books written by 51 children during their first grade year. (2) Study of trends in the development of the writing. (3) Presentation of four case studies. (4) Study of the origins of topic selection through observations in class, discussions with teacher and children, and maintenance of writing records of one class for 3 months.

Findings. (1) Marked sex differences were noted in topic, theme and territory. Both sexes wrote about holidays, animals, home and school activities, with many influences noted from TV and movies. Boys wrote most often in secondary territory, about sports, space, war, fighting, killing and catastrophes. Girls wrote more often in primary territory, about themselves, their friends and their feelings. (2) Girls and boys were similar in their choice of narrative or non-narrative mode, starting the year with non-narrative writing, and gradually increasing in use of the narrative mode. Early stages in the development of narrative writing were identified, as were different types of writing in each mode. (3) Peer influence was an important factor in topic selection, as were classroom activities and teacher influence. Children reported thinking of topics when not in school.

Conclusions. The Invented Spelling approach to early writing has enabled six-year-olds to write more than was previously thought possible. The writing of these six-year-olds bore many characteristics of the language of much younger children, although the writing developed more rapidly than early language. Growth in writing could be seen as development away from egocentrism and exophoric reference. This study was exploratory in nature; the writing of young children merits further investigation.

A STUDY TO TEST THE EFFECTS OF DAILY WRITING UPON STUDENTS' SKILLS IN EXPLANATORY DISCOURSE AT THE SEVENTH GRADE LEVEL

Order No. DA8328084

HYSLOP, NANCY BRUCE, ED.D. *Indiana University*, 1983. 94pp. Chairperson: Dr. Vernon H. Smith

The purpose of this study was to determine whether writing daily over a period of twelve weeks would result in improvement in students' skills in explanatory discourse. At this time there is little conclusive evidence indicating which methods of teaching written communication are most effective. Many in the field of English Education today believe that students best learn to write by writing; however, research fails to provide conclusive evidence that this is true.

The subjects for this study were forty high school students from a consolidated high school in southern Indiana. As sophomores, these students studied literature in their English class and did little writing during a twelve week period (Treatment 1). As juniors these students studied literature and wrote daily concerning what they had read during a twelve week period (Treatment 2). Each student wrote four test essays: a pre and post-test essay during Treatment 1 and a pre

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and post-test essay during Treatment 2. Three teacher-raters evaluated the four writing samples.

Each student's ability was measured specifically as follows: writing quality was determined by a Primary Trait Scoring Guide; syntactic development was determined by T-Unit analyses; and skills proficiency in wording, grammar punctuation and spelling was determined by an Analytic Scale Analysis of Skills. A one way analysis of variance was used to determine whether significant differences occurred between the two treatments.

The results of this study indicated that the mean difference between the quality ratings of the pre-test and post-test essays was significantly greater following the Treatment 2 period. There was also significant improvement in punctuation skills during the Treatment 2 period. The results also indicated that students failed to improve in the development of syntax and in wording, grammar and spelling skills.

It seems possible that the improvement found in this study might be due at least in part to the specific nature of the writing assignments used for the pre-test and post-test essays and the holistic methods used to evaluate these test essays. It is also possible that writing daily may prove to be a more effective method of improving skills than writing twice daily or weekly.

WAYS THAT INSTRUCTORS EDUCATED IN LITERARY METHODS TEACH WRITTEN COMPOSITION

Order No. DA8406679

KANE, PATRICIA MARY, PH.D. *University of Pennsylvania*, 1983. 244pp. Supervisor: Norma B. Kahn

For years most instructors of freshman composition have been educated entirely, or primarily, in literature. Yet, to date, little research has been done to find out how the instructors of composition whose education has been entirely in belletristic tradition, go about teaching composition. The purpose of this study was to observe, to interview, and to describe how the instructor of composition educated in literary studies approaches and handles the task of teaching freshman composition. Five writing instructors teaching in colleges in the greater Philadelphia area and their freshman students were the objects of the investigation.

Qualitative methods of data collection were used in carrying out the research project. Through direct observation and formal and informal interviewing, the researcher investigated (1) the teacher's modes of formal instruction, (2) the teacher's techniques of informal instruction, (3) the teacher's reactions to students' written products, and (4) the students' perceptions of their composition classes.

The data collected revealed the literary teacher's presage and platform, his background and his underlying ways of thinking about the task of teaching writing, his implicit and explicit theories of composition. In addition, it revealed his operational curriculum: his classroom behavior, strategies, and initiation of activity pertaining to writing; his response to process and/or products; and his ways of integrating literary texts with composition. Finally, the data revealed the students' views of the courses, their experiential curriculum.

The major findings were several: (1) instructors of writing do not necessarily teach writing skills but tend to teach what and how they have themselves learned in English classrooms; (2) their writing instruction is highly selective and usually random; (3) a discrepancy exists between what the instructor believes he/she is doing and what is actually taking place in the class; (4) the students are often judged by one set of criteria but the skills that the instructor teaches belong to a different set; (5) even when writing instructors do succeed in using contemporary methods of teaching composition, they fail to use them to their best advantage.

This study showed that even though teachers of writing with strong backgrounds in literature tend to bring several strengths to their writing instruction--sensitivity to usage and problems of style and organization, they need to be given further instruction in teaching the process of writing.

EFFECTS OF NEWSPAPER READING, FREE WRITING, AND GUIDED WRITING ON OVERALL WRITING QUALITY OF SEVENTH GRADE STUDENTS

Order No. DA8401342

LOUQUE, MARY PATRICIA, ED.D. *University of Houston*, 1983. 163pp.

The purpose of this study was to determine if the overall quality of writing of seventh grade students improved as a consequence of the treatments of newspaper reading, free writing followed by newspaper reading, and newspaper reading in conjunction with guided writing. In addition to type of treatment, this study examined the contributions of gender, interaction between treatment and gender, reading attitude, and reading ability on overall quality of writing. The subjects were from a predominantly white middle-class suburban school district.

Procedures. Experimental and control groups were pre-assessed for reading attitude using a semantic differential technique and for reading ability using the Comprehension subtest of the *Gates-MacGinitie Reading Tests, Survey E, Form 1*.

Writing samples in the descriptive and expository modes were scored holistically to give an overall writing quality score.

Multiple regression analysis was used to determine the contribution of the independent variables to the overall quality of writing.

Results. The findings of this study were (1) reading attitude, reading ability, and gender accounted for a significant proportion of the variance in overall writing quality; and (2) treatment and treatment by gender did not account for a significant proportion of the variance in overall writing quality.

Conclusions. There were no significant differences between treatment and control groups in post study measures of overall writing quality. Differences in overall writing quality were attributed to reading attitude, reading ability, and gender.

AN INVESTIGATION OF THE EFFECTS OF INSTRUCTION IN DIAGRAMATIC MODELING AND SENTENCE WRITING ON CHILDREN'S ABILITY TO SOLVE VERBAL PROBLEMS AND NUMBER SENTENCES

Order No. DA8327714

LUCKINICH, PATRICIA ANN, PH.D. *University of Pittsburgh*, 1983. 171pp.

The purpose of this study was to investigate the effectiveness of a specific method of instruction on the improvement of children's ability to solve verbal problems and number sentences. The 48 subjects in the study were second grade children from a public elementary school located in a low socio-economic area. Students were randomly assigned to a control and an experimental group. Following the pretest, both groups received twenty-six half hour lessons on verbal problems. The experimental group received instruction in diagramatic modeling and were taught to derive a number sentence to be used to solve the problem. The control group practiced solving the same types of verbal problems as the experimental group but did not have specific instruction in diagramatic modeling or sentence writing. In a posttest following the conclusion of instruction, children in the experimental group showed significant increases in their ability to draw diagrams, write number sentences and obtain the correct answer for the verbal problems. Statistical analyses of mean gains were significant at the .01 level in favor on children in the experimental group on pretest to posttest measures of writing and solving number sentences for the verbal problems and obtaining the correct value for the unknown in a number sentence.

The position of the unknown when solving verbal problems and number sentences was not as critical on posttest measures for children in the experimental group. The study also investigated the correlation between the ability to solve number sentences and the ability to solve verbal problems. No significant correlation was found.

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THE EFFECTS OF SUPPLEMENTARY SENTENCE COMBINING ON WRITING EFFECTIVENESS Order No. DA8403325

MOORE, MARCY MURDOCK, ED.D. *East Texas State University*, 1983. 164pp. Adviser: L. D. Briggs

Purpose of the Study. This study purported to determine whether sentence combining instruction significantly influences the writing effectiveness of third- and fifth-grade students. Sentence combining is a method of teaching writing.

Procedure. The Longview Independent School District granted permission for the study during the 1982-1983 school year at Valley View Elementary. Experimental and control students were offered language arts programs differing only in the the inclusion/exclusion of sentence combining exercises. Experimental students were given sentence combining exercises thirty minutes per week for twenty weeks.

Writing effectiveness was measured by syntactic fluency, quality of writing, and proficiency in the components of writing. Analysis of variance was used to analyze data in experimental and control boys and girls subgroups. The alpha level was .05.

Findings. Analysis of variance showed a significant difference in three of the fifteen null hypotheses and one of the null sub-hypotheses. Third- and fifth-grade experimental students scored significantly higher in syntactic fluency than their control counterparts. Third-grade control students scored significantly higher in quality of writing, and a significant interaction in quality of writing was found between teaching method and sex.

Conclusions. As a result of this study, the following conclusions were drawn: (1) Language arts programs including sentence combining are more effective than those not including sentence combining in increasing the syntactic fluency of third- and fifth-grade students. (2) Language arts programs including sentence combining are less effective than programs not including sentence combining in developing quality of writing with third-grade students, but are more effective with boys than girls. (3) Language arts programs including sentence combining are no more effective than programs not including sentence combining in developing proficiency in the components of writing of third- and fifth-grade students and in developing quality of writing of fifth-grade students.

ACTIVITY CENTERED WRITING APPROACHES--A STUDY OF DEVELOPMENTAL RELATIONSHIPS Order No. DA8329163

MORGAN, DAVID BELL, III, PH.D. *University of Pennsylvania*, 1983. 167pp.

The purpose of this research was to conduct a longitudinal case study of student writing development compared with participation in activity centered writing approaches, ability, subject area performance and demographic factors. The study also investigates the relationships between teacher rated writing traits, norm referenced achievement tests, and writing development. Although there are several leading theorists advocating the use of activity centered approaches, few studies have been conducted to substantiate their value to writing growth. This study attempts to provide additional knowledge of these relationships through a longitudinal study employing a sizeable student sample (170). The study methodology employed the McCaig evaluation scale, the SCRP monitor card, CTBS achievement tests, and other quantity measurement of participation and performance level. During the study, the sample's (random stratified) end of year writing samples were evaluated using the McCaig evaluation scale. These measurements along with teacher rated writing traits, achievement test scores (CTBS), and other quantity and quality measures of student performance were used in the study analysis. The study (A) examines the relationship between participation in activity centered writing approaches and writing development on annual writing samples; (B) examines the relationship between reading level, language grades, time spent on guide structured writing and writing development; (C) examines the overall pattern of writing development and growth compared to student IQ, sex, and school; (D) examines the relationship between teacher rated writing traits and achievement test scores with writing sample scores; (E) examines the relationship between teacher rated writing traits and achievement test scores. The study analysis found the following relationships: (1) Newspaper and literary magazine writing were significant activity centered approaches to writing related to overall writing variance; (2) Reading level, language grade, and time spent on GSW were significant factors related to writing development; (3) IQ and school were found to be significantly correlated with writing level while IQ formed a less reliable significance level with writing growth rates. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

SETTING FREE THE BIRDS: HEURISTIC APPROACHES TO THE TEACHING OF CREATIVE WRITING AT THE COLLEGE LEVEL Order No. DA8325654

PARRIS, PEGGY BALDWIN, D.A. *Drake University*, 1983. 236pp. Adviser: Thomas B. Swiss

Problem. While creative writing has been part of college curricula for about fifty years, little has been done to address the difficulties students have in getting started writing poems and short stories. The assumption that imaginative writers are invariably subject to inspiration before writing begins has kept the creative process beyond the control of student writers; the same mystique has prevented teachers from taking advantage of research done by psychologists and rhetoricians, which might give students more control over their own creative abilities.

Procedure. A review of invention literature since Aristotle and of psychological research into creativity revealed a number of discovery techniques, or heuristics, which might have application for creative writers. Criteria for heuristics were established, and techniques measured against them. Two heuristics, the tagmemic invention matrix and Burke's pentad, were specifically adapted for beginning creative writing students, along with free writing as a mode of transcription. Questionnaires and interviews were used to determine their usefulness. Creative writing textbooks were reviewed for heuristics, and methods suggested for presenting heuristics in the classroom.

Findings. Students who used the tagmemic and pentad procedures generated more raw material at the pre-writing stage than had been their usual practice, which not only got them started with their writing but also gave them additional concrete details for their first drafts. Some students found heuristics so helpful they were inclined to continue using them, and all students were given some insight into control of their own creativity.

Conclusion. Students can benefit from instruction to increase control of their creative and writing processes. No current creative writing text contains adequate heuristic-based material, so teachers must inform themselves about such procedures and present those that will best aid their students to develop their own abilities as writers of poems and short stories.

AN ANALYSIS OF FOURTH GRADERS' ATTITUDES TOWARD WRITING: IMPLICATIONS FOR PEER TUTORING Order No. DA8325897

PATRICK, JEAN WOJCIECHOWSKI, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 140pp. Chairperson: Maurie Hillson

The major purpose of this study was to investigate the attitudes fourth grade writers held concerning the composing act for the purpose of establishing a need for intervention in the form of peer tutoring practices.

Three research questions were posed: (1) Do children view writing as a complex activity? (2) Do children view themselves and/or other children as having teaching ability in the area of writing? (3) Do children view peer assistance in the area of writing as being more desirable than other people or factors associated with writing?

An original questionnaire was set up by this researcher which consisted of 20 statements.

The subjects consisted of 271 students (133 boys and 138 girls)

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from a suburban school district.

In addition to the questionnaire, 50 students were interviewed and five classrooms visited for observing writing lessons.

The data revealed that the answer to all three research questions was negative.

Additionally, the following salient findings were had: (1) Both sexes viewed their parents as having more potential influence in improving their writing skills than any other person(s) including the classroom teacher. (2) Much classroom writing was done in a sterile atmosphere set by the teacher which curtails student interaction. (3) Students experiencing difficulty in writing continued to grow in frustration as no alternative learning styles were available to them.

It was strongly recommended that future research continue to investigate the role that peer tutoring in writing can play.

TO WHOM IT MAY CONCERN: THE ROLE OF LETTER WRITING IN ENGLISH LANGUAGE EDUCATION

Order No. DA8325902

POMPER, MARLENE MICHELS, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 350pp. Chairperson: Janet Emig

Letter-writing is one of the most widely used forms of writing, representing all communication in microcosm. Yet, little is known of the development of the inferential and imaginative processes involved for differing ages, stages, sexes and individuals.

In order to analyze the role of letter-writing in English language education, I conducted an original case study requiring my selection of eight "average" students, four males and four females from grades 7, 9, 11 and 13. Moral classification, distancing behaviors and stages of development are the topics which provide the framework for student responses. They relate to the purpose, method and quality of their letter-reading and writing.

The methodology in this case study involved: (1) Completion of Interest-Attitude questionnaires relating to students' previous reading and writing experiences; (2) Their reading of each of the three modal types of letters; (3) The tape-recording of oral responses to set questions regarding their letter-reading; (4) Their writing of responses to each of the letters; (5) The tape-recording of answers to set questions regarding students' own writing responses to each of three letters; (6) The analytic evaluation of all 24 student letters by three trained college instructors.

One finding is that male and female students show virtually identical overall development in letter-writing ability. However, the nature of their abilities varied considerably. Moreover, individual constructs were found to more similar for identical grades than between sexes.

The major findings consist of the four grade-level constructs that I inferred from the written and oral responses of students in our study. These constructs provide the framework for model and follow-up lessons for each of the four grade levels. Published letters suitable for integration into the curriculum are included in an annotated bibliography with reference to specific subject areas. In addition, I categorized and incorporated published works containing current classroom practices for use with different grade levels.

CRITICAL THINKING AND WRITING: AN APPROACH TO THE TEACHING OF COMPOSITION

Order No. DA8402229

QUINN, MARY PIERCE, A.D. *The University of Michigan*, 1983. 147pp. Chairman: William Alexander

The model developed for this study is based on the premise that writing is a thinking process. When critical thinking becomes the primary concern of writing instruction, the ideas of Piaget, Bloom, Britton, Emig and others are inescapable allure for instructors. Developmental learning theory provides a framework and generates the search for strategies (heuristics) that teach students to extend their explorations, make intellectual connections and prepare thoughtful written assignments.

This study is the synthesis of developmental learning theory translated into a schematic approach from which students can learn the process of inquiry. The initial phase of the schema illustrates the developmental progression of thinking, from the manipulation of concrete experience, to the final, more cognitively complete interpretation of and speculation on that experience. The second phase utilizes the four major rhetorical heuristics of form, purpose, audience and arrangement to guide thinking, and incorporates, as well, a final post-writing heuristic that requires that the written product conform to the formal constraints of the written language system.

The critical thinking writing approach makes available conscious and learnable methods by which students can learn to deal with the inevitability of change that thinking creates, and offers a practical guide to make that state a productive learning experience. Such an approach is central to a course in composition; it can also provide any teacher in any discipline a new approach to thinking and writing.

BREAKING GROUND: A STUDY IN INTERDISCIPLINARY WRITING AT A RURAL COMMUNITY COLLEGE

Order No. DA8325020

REINHARDT, ALAN JEFFREY, PH.D. *Indiana University of Pennsylvania*, 1983. 94pp. Chair: James M. DeGeorge

This research measured the effects of an interdisciplinary approach to Freshman Composition on students at Garrett Community College, McHenry, Maryland, during the fall semester, 1981.

The experimental group received reading and writing assignments that were coordinated with work they were doing in a Biology 101 course they were concurrently enrolled in. The control group received heterogeneous reading and writing assignments. Both groups were given a modified-Garrison, topics-based approach.

Both groups completed pre-course and post-course writing samples. Samples were timed, written in class, on two matched topics. Additionally, students completed pre-course and post-course questionnaires that measured writing apprehension. Writing samples were rated holistically, and *t*-testing was done on questionnaire results.

Statistics reported compared the two groups' writing abilities before and after the course. They also compared the two groups' attitudes toward writing before and after the course. Results show that there was a significant difference in writing abilities of the two groups at the start of the course, though not a significant difference between the two groups at the end of the course. Conversely, questionnaire results show little significant difference attitudinally between the two groups at the beginning of the course, but a great deal more of such differences at the end of the course.

More research is called for in this area, mainly because the samples sizes in this study were relatively small, and because of the two groups' pre-course writing abilities were significantly different.

A STUDY OF THE EFFECTIVENESS OF SENTENCE COMBINING IN INCREASING THE SYNTACTIC MATURITY OF STUDENT WRITING AT GRADES 7 THROUGH 11

Order No. DA8323234

RICE, PATRICIA HOPKINS, ED.D. *University of Cincinnati*, 1983. 95pp.

The purpose of this study was to ascertain the effectiveness of sentence combining practice as a strategy for increasing the syntactic maturity of students' writing at grades 7, 8, 9, 10 and 11 after accounting for pretest, IQ, race and sex differences. The student sample consisted of 427 students at grades 7, 8, 9, 10 and 11 and represented two populations. The experimental group practiced sentence combining 80 minutes a week for a 10-week period; the control group spent the same amount of time working on grammar exercises. With the exception of the sentence combining and grammar exercises, both groups were exposed to the same English curriculum in that they both read the same kind and number of literature selections and wrote the same number of compositions. Homework assignments were identical.

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Students in both control and experimental classes were pretested and posttested using the *Syntactic Maturity Test* (SMT) developed by Kellog Hunt and Roy O'Donnell (1969). The written paragraphs were analyzed for T-unit length (words per T-unit) and the mean T unit length represented the measure of syntactic maturity.

The data for the stepwise multiple regression analysis on the contribution of the six independent variables--SMT pretest score, group, IQ, grade, race and sex to the variance in the dependent variable SMT posttest scores--were collected for the combined control and experimental groups. The results of the data analysis indicated the following: (1) Students' initial syntactic maturity does significantly contribute to the variance in posttest syntactic maturity scores. (2) Practicing sentence combining exercises does make a significant contribution to the variance in students' SMT posttest scores. (3) IQ contributed significantly to the variance in students' SMT posttest scores. (4) Grade level differences did not contribute significantly to the variance in SMT posttest scores. (5) Race differences did not contribute significantly to the variance in students' SMT posttest scores. (6) Sex differences did not contribute significantly to the variance in students' SMT posttest scores.

A standardized multiple regression equation was used to predict syntactic maturity posttest scores for individual students who practice sentence combining. Based on this equation students who practice sentence combining can be predicted to score .5 percentile points higher on measures of syntactic maturity than students not practicing sentence combining. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

DOES THE NEW RHETORIC WORK? A COMPARISON OF FRESHMAN WRITING PERFORMANCE UNDER INSTRUCTORS TRAINED IN THE NEW RHETORIC WITH INSTRUCTORS NOT TRAINED IN THE NEW RHETORIC

Order No. DA8329121

RICHARDSON, LEONARD EDWARD, PH.D. *Indiana University of Pennsylvania*, 1983. 205pp. Chairman: James M. DeGeorge

This study was conducted with six sections of freshman composition at Morgan State University, Baltimore, Maryland, to determine if the "new rhetoric" works. Three instructors were trained in the "new rhetoric," and three were not.

The study examined the writing performances of fifty-seven students. There were thirty students in the "new rhetoric" trained instructor group and twenty-seven students in the not specifically "new rhetoric" trained instructor group. Since the freshman classes of English 1501.100 at Morgan State University do not write fully developed themes, but rather write only paragraphs, the study examined only paragraphs written as the pre-test and the post-test.

The pre-test was used to determine if the students in the six sections were of equivalent writing ability at the beginning of the study. An analysis of variance (t-test) was used as the test of equivalence. The post-test was used to measure gains at the end of the course. Gains and losses were measured and indicated by testing for statistical significance at the .05 level of significance.

In response to the pre-tests, the analysis of variance showed no significant difference between the two groups at the beginning of the study. In response to the post-tests, the analysis of the post-tests means showed that the students who were taught by two of the not specifically "new rhetoric" trained instructors showed a difference in performance. The students taught by the not specifically "new rhetoric" trained instructors showed gains in the post-tests performance. The instructors whose students showed the gains in the post-test performance were the instructors who used a highly structured heuristic. Also, the same instructors were regular readers of the *English Jornal* and *College Composition and Communication*.

The focus of this study was on rhetoric--attitudes and implications. In this study, "new rhetoric" meant those things which were recognized as choices among alternatives which a good writer used in shaping his discourse carefully to enable him to reach his intended audience effectively and accomplish his intended purpose.

RESPONDING TO STUDENT WRITING: CASE STUDIES OF SIX HIGH SCHOOL ENGLISH TEACHERS

Order No. DA8324765

ROSEN, LOIS MATZ PH.D. *Michigan State University*, 1983. 329pp.

Previous research into teacher's written comments on student writing has centered on analysis of the comments in isolation. The purpose of this study was to examine teachers' written responses within the context of the classroom was well as from the perspective of the writing teacher. It was designed to investigate (1) the methods used by six high school English teachers in responding to the writing of their students both with written comments and supplementary feedback during the course of the writing assignment, and (2) influences on these methods.

Data collection procedures included formal and informal interviews, classroom observation and audio taping for two complete writing assignments in two different classes for each teacher, from the day the assignment was made through the day it was returned, and analysis of teachers' written comments on these papers with a scale designed for this purpose. The Teacher Response Scale categorized teachers' comments along two dimensions: Purpose of Response (Reader, Positive, Corrective, Negative) and Focus of Response (Ideas, Creativity/Style, Organization, Language, Mechanical/Grammatical Skills, Student Ability).

Results showed that as a group these teachers focused 47.5% of their comments on Mechanical/Grammatical Skills; 32.5% on Ideas, although the majority of the Idea comments dealt with the form of the idea (i.e., thesis statement, supporting detail) rather than the content; 13.4% on Language; 4.9% on Organization; 1.1% on Student Ability; 0.5% on Creativity/Style. Thus teachers' comments focused predominately on form, correctness, and the writing not the writer. Purposes in response were primarily oriented toward pointing out or correcting problems in the paper or making suggestions for improvement. The relatively low number of Positive responses (14.8%) and Reader responses (7.0%) showed that these teachers responded more often to weaknesses in the papers than strengths. These findings suggest that the teachers' global purposes in written responses were to evaluate and instruct. Response was influenced by the teacher's values, goals, and purposes for the assignment; college preparatory goals of form and correctness; an implicit value of mechanical/grammatical correctness, teachers' own experiences as writers and in teacher training; and an awareness of the individual student.

THE EFFECT OF A SECOND INVENTION STRATEGY UPON THE FREQUENCIES OF SURFACE AND TEXT-BASED CHANGES IN THE WRITING OF COLLEGE FRESHMEN

Order No. DA8405945

SWOPE, JOHN WILSON, ED.D. *Virginia Polytechnic Institute and State University*, 1983. 217pp.

The study used six in-class writing sessions on an expressive assignment to investigate whether college freshmen would make more meaning-level changes when they received a second invention strategy after they had completed a first invention strategy, developed drafts from it, and had a chance to revise them. The subjects came from two classes of composition students. Each class was divided into experimental and control subgroups. In the first class, all subjects began with Rohman's Meditation; the experimental subgroup then received Lauer's invention strategy during session 4. In the second class, all subjects began with Lauer's strategy, and the experimental subgroup received Rohman's during session 4.

The students' drafts were coded, using Faigley and Witte's taxonomy to classify rewriting changes. An inter-rater reliability of .84 was established with two other composition teachers. A MANOVA was

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used to analyze these data. In addition, the final drafts were rated by outside raters, using a four-point general impression scale. Matched pairs of final drafts from both experimental and control groups, which received similar ratings, were presented to outside raters. The raters were then asked to choose the better essay of each pair. Similar comparisons of papers from each experimental subgroup were made. These results were analyzed using Chi-Square tests. Seven students who were in some way exceptional in either their use of the second strategy or their rewriting processes were interviewed after the completion of the writing sessions.

Among the findings were that the frequencies of four levels of rewriting changes did not differ significantly among the four subgroups. However, in each subgroup, the students demonstrated a consistent relationship among the frequencies of each of the four levels of changes. The nature of the two invention strategies seemed to elicit from the students particular modes of discourse, which affected the quality ratings among the four subgroups.

THE EFFECT OF METACOGNITIVE STRATEGIES ON CHILDREN'S WRITING

Order No. DA8405511

VAUGHAN, SHERRY CURTIS PH.D. *The University of Arizona*, 1983. 127pp. Director: Hershel Thornburg

This study explored the effects of metacognitive strategies on expository writing performance and metacognitive awareness of sixth graders. Metacognitive knowledge refers to students' ability to talk and write about the variables operating in expository tasks, the availability and appropriateness of strategies for producing expository text and how aspects of writing interact with the appropriateness of strategies available to the writer.

High and low ability students were assigned to an experimental group who received instruction in metacognitive awareness strategies or to a control group.

Three different types of measures included writing performance measures of syntax, mechanics and semantics/pragmatics; metacognitive awareness measures; and individual differences measures. The syntax and mechanics measures and the individual differences measures were standardized by the National Assessment of Educational Progress.

Results indicated no significant differences in either writing performance or metacognitive awareness for the two groups. Possible causal factors emerged: Expository writing performance was shown to be situation specific; a group design did not allow for a clear description of what factors contributed to the uneven performances; writers may not have performed well since a functional context and a source of motivation were lacking. Writing assessment and research design became the central issues of this study. Any comparison of two pieces of writing cannot reflect a writer's competence. Contextual factors influence the writer's performance on any task and a research design needs to allow for description of those factors.

A CONCEPT TO INFORM THE TEACHING OF WRITING

Order No. DA8327857

WHITE, LANA JOYCE HENRY, PH.D. *Texas Christian University*, 1983. 110pp. Adviser: Jim W. Corder

The purpose of this study is to suggest that instead of dividing writing into different categories such as description, argument, exposition, and narration and emphasizing the techniques that correspond to each category, the teacher emphasize the processes of thought that may enable the writer to discover, analyze, and integrate his information.

The study shows why the current-traditional paradigm and the substitutes for it such as James L. Kinneavy's aims of discourse perhaps divide writing incorrectly. The study incorporates the theory that writing is discovery, a theory advanced by Ann E. Berthoff and Donald M. Murray. And the study attempts to illustrate that the thought processes that enable discovery may be those processes of collection and division discussed by Plato in the "Phaedrus" and called induction and deduction by Aristotle in the *Rhetoric*. As the philosophy of thought has evolved, analogical thought has separated from inductive thought, and Francis Bacon establishes the criteria of modern inductive thought. The three--analogy, deduction, and induction--may be three fundamental ways of knowing and three fundamental ways of writing. The study defines analogy as the parallel between the essences of two objects, events, or processes. Deduction is defined as that thought which moves from a paradigm of established knowledge to particulars that create that paradigm. The study defines induction as thought that moves from a collection of particulars to a generality that states the similarity among the particulars. Thinking and writing guided by these three processes are kinetic activities moving from whole to whole in analogical thought, from whole to parts in deductive thought, and from parts to whole in inductive thought.

The primary reader in this composition curriculum based on analogy, deduction, and induction is the writer himself. The writing process enables the writer-reader to discover what he thinks, to examine the information he sets forth critically, and to refine it so that it not only becomes clearer and more exact to him, but it communicates more effectively to the second audience.

CHRISTENSEN'S GENERATIVE RHETORIC: ITS INFLUENCE ON THE SYNTACTIC MATURITY AND WRITING EFFECTIVENESS OF SELECTED FRESHMAN STUDENTS ENROLLED IN BASIC WRITING AT ALABAMA STATE UNIVERSITY

Order No. DA8328368

WITCHER, JOHNNYE MAE MURRAY, ED.D. *Auburn University*, 1983. 103pp. Director: Richard L. Graves

The primary purpose of this study was an evaluation of the efficacy of Christensen's rhetoric as an instructional procedure in improving the syntactic maturity scores and overall writing effectiveness of a basic writing experimental group within a freshman English composition course at Alabama State University, Montgomery, Alabama. The study was designed to determine the effect of Christensen's rhetoric on (1) three Hunt indices, viz., mean T-unit length, mean clause length and ratio of clauses to T-units; (2) two Christensen measures, viz., percentage of words in free modifiers and percentage of T-units with free modifiers; and (3) the overall quality of written expression.

Data for this study were collected during the fall quarter of the 1982-83 academic quarter and involved forty-four students enrolled in English 131 Communication Skills. Pretest and posttest writing samples were collected and analyzed for mean T-unit length, mean clause length, ratio of clauses to T-units, percentage of words in free modifiers and percentage of T-units with free modifiers. A one-way ANOVA and descriptive statistics were used to analyze the data. The level of significance set for the study was .05.

The hypothesis of no overall effect was retained for the effect of generative rhetoric on the Hunt and Christensen measures and the written expression. Though the results were not significant, the experimental group did show some gains on three measures of syntactic maturity (words per clause, mean clause length, percentage of words in free modifiers and percentage of T-units with free modifiers). Statistical analysis of posttest data revealed that the control group scored higher, though not significantly higher, on the holistic evaluation of writing effectiveness. The mean difference of −2.12 between experimental and control group at pretest had decreased to −.1.05 at posttest.

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